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ABSTRACT

This report provides an assessment of the Utah State Board of Education's participation in an 8-State project to improve education. The report offers an evaluation of the status of education in Utah and recommends a practical blueprint for enabling the State to attain national leadership in educational achievement. The project was concerned primarily with the emerging roles, responsibilities, functions, and relations of State education agencies in improving education. Its purpose was to assist States anticipate the changes likely to take place within the next 10 to 15 years and plan and implement changes and improvements that should be made during that period. The report describes the impact of the project on the education agency, the school districts, the community and the State, and within the teacher training institutions. (JF)

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THE IMPACT OF THE DESIGNING EDUCATION FOR THE FUTURE PROJECT IN UTAH

Report of a Study
Sponsored by the
Utah State Board of Education,
The Office of the Superintendent of Public Instruction
and the Project,

Improving State Leadership in Education

EA 005 189

Denver, Colorado
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INTRODUCTION

The project *Designing Education for the Future* (DEF), Title V, Section 505, P.L. 89-10, was concerned primarily with the emerging roles, responsibilities, functions and relations of state education agencies in improving education. Its major purpose was to assist states to anticipate the changes that are likely to take place in the country, in the eight-state area, and within the state during the next ten to fifteen years, and to plan and implement changes and improvements that should be made in the educational organization and program during that period.

The Utah State Board of Education, in consideration of the project's goals, participated in this eight-state project because of its high interest to improve education and the state agency's role in providing leadership. This report is an assessment of the agency's attempt to meet the challenge in Utah; to offer a factual and objective evaluation of the status of public education in Utah; and to recommend a practical blueprint for enabling the State to attain national leadership in educational achievement.

In an age when change is occuring almost faster than our capacity to understand such change, our success will be measured not by recalling past accomplishments, not by meeting today's problems, but by our ability to plan for the future. This is the great challenge.

Walter D. Talbot
State Superintendent of
Public Instruction
State of Utah

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Section One

ORIGIN OF THE PROJECT

The Commissioner of Education for the State of Colorado, with the approval of the Chief State School Officers of Arizona, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming, submitted to the U. S. Office of Education on October 29, 1965 a proposal for a project tentatively entitled "Developing a Future Design for Educational Programs and State Educational Agencies in the Rocky Mountain Area." This proposal outlined a plan for a challenging future-oriented but practical three and one-half year project to begin January 1, 1966 and to be financed primarily by funds authorized by Title V, Section 505, Elementary and Secondary Education Act of 1965 (P.L. 89-10). Following conferences with representatives of the United States Office of Education, the proposal was revised in certain respects and approved with the general title, "Strengthening State Agencies for Education,"--changed soon thereafter to "Designing Education for the Future" (DEF).

The Project in the Eight-State Area

The major purpose of the project was indicated in the proposal: *"To assist each of the participating states to anticipate the changes that are likely to take place in this country, in the eight-state area, and within the state during the next ten to fifteen years, and to plan and implement changes and improvements that should be made in the educational organization and program during that period."*

The chief state school officers of the eight states were designated as the Policy Board for the area aspects of the project. This board selected the central staff comprised of a Project Director and Associate Director, approved the budget, and adopted policies related to the project. Each participating state selected a coordinator who was responsible to the chief state school officer for planning and directing the studies and activities of the project within the state.

The DEF project staff, for planning purposes, was comprised of the Director, the Associate Director, and the eight State Coordinators and they provided leadership and direction in planning and implementing the area aspects of the project.

The Project in Utah

The people of Utah have an outstanding history of support for education. Active citizen involvement in planning goes back to the Utah Public School Survey Commission (60-man survey) in 1951-53. One of the chief values of this type of citizen involvement has been the continuous evaluation and improvement of education in Utah.

At the inception of the Project, *Designing Education for the Future*, T. H. Bell, State Superintendent of Public Instruction, served on the Policy Board. While the Utah state education agency was not engaged in systematic planning, the role of leadership was clearly defined and was being followed. For this reason Dr. Bell was anxious to participate with the other seven states in the project.

The major purpose of *Designing Education for the Future* in the eight-state area was broadened to include the following: (1) to develop a realistic design with long-range plans for improving all aspects of education; (2) to focus attention on the need for comprehensive planning in the area of public education; (3) to focus attention on the ways and means to strengthen the organization and capability for providing educational leadership in planning within the state education agency; (4) to build on the coordinated efforts and accomplishments of other surrounding states in order to give impetus to improving education; (5) to involve meaningfully lay citizens and educators in planning public education for the future; and (6) to inform educators and lay citizens about the needed changes in education.

State Coordinator. Bernarr S. Furse, Administrative Assistant, was appointed acting coordinator at the inception of the project. In August, 1966, Jay J. Campbell was employed as the State Coordinator and appointed Deputy Superintendent. His duties also included supervision of the Utah Technical College at Provo, Utah Technical College at Salt Lake, and Dixie Junior College.

The State Advisory Committee. The State Advisory Committee was appointed in June, 1966. The 24 leading citizens on the committee represented education, business, labor, industry, government and the professions. Their selection began when officers of 20 civic and educational agencies throughout the state were asked to nominate two persons for possible membership on the committee. A panel of educators screened the nominees and those selected were asked to respond to an invitation from the State Superintendent of Public Instruction to serve on the committee.

Study Committees. The State Advisory Committee appointed nine study committees to collect information and make long-range proposals for the improvement of education in Utah. The first six committees were named in January, 1967 to serve in the area of the Educational Program. They were: (1) Educational Needs of Children and Youth--Purposes, Goals, and Organization of Education; (2) Curriculum and Instruction; (3) Preparation of Teachers and Other Professional Personnel; (4) Supportive Services Essential for an Adequate Program of Education; (5) Evaluation of the Educational Program of Instructional Effectiveness; and (6) Continuing Education. Three additional study committees were appointed in September, 1967. They were: (1) Local Schools and School Systems; (2) State Educational Organization Operation; and (3) The Economics and Financing of Education.

Each study committee was made up of people recommended by the State Advisory Committee members, local school superintendents, staff of the Utah Board of Education, and deans of colleges of education throughout the State and had at least one representative from the Utah State Education Agency, one from a college or university, one from public education and several lay persons. Some committees also had representation from various student groups in the State.

The representative from the Utah State Education Agency was asked to serve as executive secretary in each of the committees with one of the other committee members to serve as chairman. In most cases, the executive secretary did most of the drafting of the material and the committees reacted to these drafts and refined them.

Steering Committee. A Steering Committee was organized to serve as a liaison group for all committee activities. This committee included the chairman and the executive secretary of all working committees. Thus, each committee was kept abreast of the activities of other groups and of guidelines for investigations. It was the Steering Committee's responsibility to see that the working committees were informed and encouraged in their endeavors.

Out-of-State Consultants. An Out-of-State Consultant was selected to be an objective and experienced observer of the work procedures and to assist the committees in the work they were doing. In that capacity, John Marvel, President of Adams State College, Alamosa, Colorado gave assistance to the project as it progressed.

Section Two

PROCEDURES AND ACTIVITIES

The general design for Utah's procedures and activities in the project *Designing Education for the Future* emanated from policies and recommendations of the Policy Board and the State Advisory Committee. Plans and details for the later phases of the project in Utah could not be developed realistically until earlier progress had been made in the eight-state area and the strengths and weaknesses evaluated.

Publications, Conferences and Other Activities

As the project developed, it was apparent that various studies had to be made and information gathered not only to determine the status of education in Utah, but also to provide an information base from which deliberations could ensue. Input was provided through the area aspects of the project as well as the procedures and activities that were planned in Utah. Whereas certain area activities served to set the stage for progress in the state, *state-related outcomes from the project were initiated in and oriented to Utah.*

Historical Perspective. To provide the citizens, educators, and the State Advisory Committee members with an understanding of education in Utah, the publication *Historical Perspective on Major Educational Changes in Utah - 1847-1966* was written and made available. Three major events should be noted: (1) in 1915, school district consolidation became mandatory, giving Utah 40 school districts--thus, Utah became a leader in the United States in consolidation; (2) in 1947, the Uniform School Fund Program was initiated, guaranteeing a minimum level of state's financial support for each child whether his district was rich or poor; and (3) in 1951, the State Superintendent of Public Instruction became an appointed officer rather than an elected one.

Opinionnaire. A questionnaire was mailed to a random sampling of citizens in Utah to obtain their attitudes toward the public schools and about the need for changes. The results were tabulated and published in the monograph entitled, *Opinionnaire of Strengths, Weaknesses and Needed Changes in Elementary and Secondary Education in Utah.* The results showed that the greatest strengths in the program of education were considered to be well-trained, dedicated teachers and a sound and varied curriculum whereas the most serious problems or weaknesses were reported as inadequately trained teachers, overcrowded classes,

and the lack of individualized instruction. The questionnaire results indicated a need for changes and improvements in the program of education, in the curriculum, in the teacher selection and preparation program, in the development of an incentive salary program for teachers, and in more extensive vocational offerings.

Utah Education-1980. The State Coordinator, with the cooperation of the Coordinator from Colorado, prepared a monograph describing what education might be like in Utah in 1980. The information and ideas were developed from the materials and thinking that had come from the publications of the eight-state project. The purpose of the monograph was to stimulate thinking about the future and to describe some alternatives for education in the years ahead.

Area Conferences. It was apparent that a substantial number of people in Utah would need to understand the importance of planning for the future and to become informed about the major educational problems and issues. Area conferences sponsored by the project proved to be extremely valuable in meeting these needs and, in addition, gave many people from Utah an opportunity to work effectively and constructively with their counterparts from surrounding states. Each area conference was well attended by both lay people and educators. Approximately 300 persons from Utah attended two area conferences held in Salt Lake City. Utah was also well represented in the conferences held out of state. For example, over a hundred persons traveled to Arizona to attend a conference on "Planning and Effecting Needed Changes in Education." Many persons also attended area conferences in the other states. Most Utah participants attended at their own expense or at the expense of the organization or agency with which they were affiliated.

Area Publications. Utah received from 600 to 850 copies of each of the seven area conference-related publications developed by the DEF project. were distributed to all professional staff members in the state education agency, school district personnel, educators in institutions of higher learning, leading lay citizens, college and university libraries and public libraries. In addition, a small supply was retained by the State Coordinator who distributed them to interested citizens as requests came to his office. These area conference publications were in great demand and were widely read and discussed. The study of these publications helped considerably to increase understanding of the developments and issues in the field of education and to recognize the need for planning and change. Some colleges and universities have used these reports as textbooks in their education courses.

Sound Filmstrips. As one means of orienting citizens to the purposes, procedures, and desired outcomes of the DEF project, a series of five sound filmstrips** were developed by the area project staff. These were widely used by Utah's staff and committee members who were invited to speak to clubs, school district institutes, college classes and other interested agencies and organizations. These sound filmstrips were used to orient participants in two

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*The Designing Education for the Future publications are listed at the end of the report.

**Produced by Aids to Motivation, 574 E. Second South, Salt Lake City, Utah 84102.

series of eight regional conferences in Utah. These color filmstrips were summaries of the publications of the *Designing Education for the Future* project and were entitled: (1) "Design of the Project"; (2) "The Education Program"; (3) "Close to the People"; (4) "Emerging State Responsibilities"; and (5) "Investing in the Nation's Future."

The State Advisory Committee. The State Advisory Committee met monthly, served as a policy-making body, and guided the project's activities in Utah. The State Coordinator served as executive secretary. As study committee reports were completed, the Advisory Committee reviewed them and made recommendations. Members of the committee helped to plan and conduct the state regional conferences. The final reports of the study committees were evaluated very carefully and in many cases changed considerably before they were approved by the State Advisory Committee and combined into one final publication under the authorship of the State Advisory Committee. This final report was submitted to the Utah State Board of Education and approved on May 8, 1970. It has been printed and received wide distribution. A large number of copies has been sent to all of the school districts, institutions of higher learning, and to leading lay citizens in Utah. The Utah State Board of Education has indicated that this report will be used as a master plan for education and all proposed changes in the education programs will be reviewed in light of it.

Members of the State Advisory Committee felt there were two areas that were not adequately covered by the nine original study committees. These two areas concern the future of instructional technology in Utah's public schools and education management. Two papers, one in each of these areas, were prepared for possible inclusion in the final report. The Administrator for the Division of Instructional Media prepared the one on Instructional Technology, and a local consulting engineer prepared the one on Education Management. These were extensively revised; the one prepared on Education Management finally was almost completely changed by the State Advisory Committee before being accepted and added to the final report.

Study Committees. Each study committee, with the assistance of the State Coordinator and the Out-of-State Consultant, prepared long-range recommendations and proposed implementation priorities for designated aspects of education. These committees submitted their tentative findings and reports to the State Advisory Committee and to selected citizens invited to Utah's regional conferences. Suggestions for revision and coordination were incorporated before the final Utah reports were prepared and submitted to the State Advisory Committee. These individual committee reports were duplicated and made available to members of all committees and to interested groups upon request for them through the State Coordinator.

State Regional Conferences. Eight regional conferences were held in Utah in December, 1968 to consider the findings of the six committees working on the education program. Four thousand community leaders, including lay citizens and educators, were invited to these day-long meetings jointly sponsored by the project and Utah's Governor Calvin L. Rampton. Each local school board was asked to prepare the list of these community leaders to be invited. All of those invited received a booklet summarizing the findings of the six committees.

Planning and holding these state regional conferences represented a major undertaking which involved 140 persons in the presentations of the materials. Staff members of the state education agency with the assistance of the State Advisory Committee provided most of the help in conducting the conferences. Discussion group recorders were furnished by the local school districts. *About 1,000 lay citizens and educators participated.* This large-scale involvement in the planning process was felt to be necessary to properly "design" education for the future. Those attending made valuable contributions to the committees' recommendations.

Eight more state regional conferences were held in December, 1969 to consider the findings in the five remaining reports. Again 4,000 community leaders were invited to attend. This time the meetings were held in the evening with the hope that a larger percentage of those invited would participate. *Approximately 2,000 of those invited attended the 1969 conferences.*

State Regional Youth Conferences. At the same time that the last set of state regional conferences were held, each of the 93 high schools in Utah, both public and private, was invited to send fifteen students to participate in one of eight youth conferences. Participants were to be representative of all segments of the student body so that many points of view would be expressed. *Approximately 1,400 students participated in the conferences.* They were asked to react to the reports of the Educational Program, giving particular emphasis to the tasks or objectives of education and the curriculum for the schools of the future. Students also commented in some detail upon the preparation of teachers and the need for increased and improved guidance services.

Reports. The reports of the nine Utah study committees, plus a summary report on the Education Program and a summary report on Economics and Finance and Organization, have been widely distributed throughout the State. The two summary reports were sent to each Utah citizen who was invited to participate in the state regional conferences and each was used as the "working paper" for each citizen's reactions.

With the inputs from the state regional conferences, a final report was prepared by the State Advisory Committee and submitted to the Utah State Board of Education. This *Master Plan for Public Education in Utah* includes recommendations, proposed legislation, proposed tax sources, time tables, and priorities for changes in public education in Utah by 1980. (See Appendix for summary of recommendations and time table.)

Area Staff Contributions. Edgar L. Morphet, Area Project Director, and Charles O. Ryan and David L. Jesser, Associate Directors, came to Utah and met with the State Advisory Committee as requested and were very helpful in their recommendations. In addition, they read all of the materials produced by Utah in the project and made positive suggestions to the coordinator. Dr. Morphet had served as a chief consultant to the State of Utah in 1951 with the 60-Man Survey Commission Study appointed by the Governor. In his role as consultant, he became the chief architect of the state's public school finance formula and, in the process, learned a great deal about the total educational program in Utah. His experience in such programs proved to be very valuable to the Utah aspect of the project.

Section Three

IMPACT OF THE PROJECT WITHIN THE STATE EDUCATION AGENCY

One of the chief reasons why Utah became involved in the eight-state project *Designing Education for the Future* was the deep interest of T. H. Bell, then State Superintendent of Public Instruction, in exploring every avenue that held possibilities for improving education in the state's public elementary and secondary schools. As evidence of his commitment to the project and his desire to provide dynamic leadership, he not only served as a member of the Policy Board, but also appointed a Deputy Superintendent as Utah's State Coordinator.

Since it is generally agreed that the impact of any program is very closely related to the extent of involvement in the program, there was an extensive effort applied to bring about a high degree of involvement of state education agency personnel in the project.

State Board of Education

The Utah Board of Education was very actively involved throughout the project. The official decision that Utah would participate in the eight-state project was made by this body and Edna Cannon, then Vice-Chairman of the Utah Board of Education, was appointed as the Board's official representative on the State Advisory Committee. She not only attended all meetings of this committee, but also attended all state and area conferences. She made progress reports at each meeting of the Board and transmitted to the State Advisory Committee any recommendations or suggestions made by the Board. After her death, Helen B. Ure, Vice-Chairman of the Utah Board of Education, was appointed as the official representative and carried forward the activities which Dr. Cannon had begun.

During the final year of the project, Burton F. Brasher, who was a member of the State Advisory Committee, was appointed to fill an unexpired term on the Utah Board of Education. His dual membership thus gave the Board further knowledge of the project activities. Two members of the State Board also have served as chairmen of study committees: A. Reed Morrill, State Educational Organization and Operation; and Helen B. Ure, The Economics and Financing of Education. These same individuals served as members of the Steering Committee for Local School Organization, State School Organization, and Economics and Finance.

A number of the Board members attended the 1968-69 and the 1969-70 regional conferences. They were able thus to sense the attitudes of lay citizens, local educators, and students not only toward the recommendations growing out of the study but also toward the problems of education in general. Members of the Utah State Board of Education received copies of the tentative reports of all study committees and their recommendations and suggestions received serious consideration in shaping the direction of the study and in determining the final content of the reports.

State Education Agency Staff

As has been noted earlier in this case study, the State Advisory Committee appointed Steering Committees to coordinate the work of the study committees in two broad areas: (1) The Education Program and Local School Organization, and (2) State School Organization, and Economics and Finance. Lerue Winget, Deputy Superintendent for Instruction Services, served as chairman of the first and Walter D. Talbot, then Deputy Superintendent for Administration, served as chairman of the latter committee. The State Coordinator was a member of both committees.

Members of the state education agency staff were appointed to serve as executive secretaries for each of the nine study committees. In addition, four other staff members, including Superintendent Bell, served as members of the committees. Thus, a total of thirteen staff members played a major role in gathering and evaluating data, organizing the material, and making recommendations. Here again, there was an opportunity for the state staff to work cooperatively with representatives of the broader educational community as well as with lay citizens and students in bringing about a broader and deeper understanding of the problems involved in improving educational opportunities for Utah's citizens.

As the study committees worked, many state staff members who were not members of the committee assisted in gathering data, and, in some instances, writing first drafts of certain sections of the report. For example, each specialist in the Division of Elementary and Secondary Education was asked to submit a description of the curriculum for his particular area which would be most effective in meeting the needs of the future.

The staff of the Division of Research and Innovation used the educational goals developed in the project as a basis for assisting individual schools or school districts survey their needs in the area of curriculum development and the entire staff of the Division of Special Educational Services was involved in the development of the material on continuing education, particularly as it related to the community school concept. Several of the staff also were involved with the development of the report on counseling services.

The Division of Teacher Personnel has implemented recommendations from the Utah DEF report as follows:

- Teacher education institutions and public schools are being encouraged to develop performance-based preparation programs for prospective teachers. (At the present time two universities have implemented such programs on a pilot or experimental basis.)

- Certification requirements are being evaluated and rewritten in terms of performance criteria rather than hours and courses with an emphasis on the relevance of training to on-the-job performance and teacher competence.

- Performance-based teacher preparation programs that are being developed give priority to laboratory experiences in the classroom.

- The state education agency has cooperated closely with the federally-funded Interstate Certification Project. (A bill will be introduced in the next regular session of the Utah Legislature to authorize Utah's entry into a reciprocity compact with other participating states.)

The Division of Instructional Media has adopted the policy of using the goals developed in the project as the basis of all media production. At the present time, the Division is producing materials being used in the Utah Instructional Systems Program (explained later in this report) which was an outgrowth of the project.

All members of the state education agency staff were kept informed of the nature and scope of the study and of the progress being made. As a study committee report was completed in tentative form, the executive secretary of the particular committee would distribute copies and discuss the report in Instructional Division Staff meetings. Opportunity thus was provided for offering suggestions for the modification and improvement of the reports as they were being developed.

Staff members who had particular skills in writing often assisted with the editing of reports. Once the reports had been completed by the study committees, several of them were very carefully reviewed by the staff members in the state education agency divisions most vitally concerned. For example, staff members in the Division of Elementary and Secondary Education devoted three full staff meetings to the report on Emerging Goals of Education. In addition, nine subcommittees were appointed for the purpose of analyzing and improving each of the nine Tasks of Education developed by Utah in the project.

At the same time, other instructional divisions--particularly Vocational Education and Special Educational Services--were asked to subject the nine Tasks of Education to the same careful scrutiny and make recommendations for change. The report of the Curriculum and Instruction Committee was given somewhat similar consideration by the Division of Elementary-Secondary Education.

Approximately 30 members of the state education agency staff participated in 1968-69 state regional conferences either as group leaders or as presenters. Participation in 1969-70 state regional conference was, however, much greater, approximately 60 staff members were involved, not only as group leaders or presenters in the adult sections considering the reports related to organization and finance, but also as group leaders in the student "speak-ups" at the youth conferences.

In anticipation of final publication of Utah's project report, staff members with skills in graphic arts were actively involved in designing a format which would attract study and analysis on the part of readers. It was interesting to note the degree of analysis of content which the artists made as a basis for designing the format; as a result, these individuals have become not only vitally interested in the publication, but also in the problems which education faces in the decades ahead. The same type of interest is evidenced among secretaries involved, most of whom have children in Utah's public schools.

Any analysis of impact also must take into consideration the extent to which the materials developed in the project have been put to use. There are many examples in the agency of the use that is being made of project materials. As an example, in *The Focus On Man,* a K-12 social studies guide, the nine Tasks of Education developed by the study committee on Needs and Goals have been carefully and systematically integrated into the philosophy and objectives of the program designed for use in the public schools of Utah. The same is true of *Foreign Language, The Key to Understanding in a Jet-Age World,* the state foreign language guide which has recently been developed.

During the past year, the state education agency has become actively involved in the writing of behavioral objectives as a basis for developing measurable goals for the curriculum. At one of the first workshops conducted to train staff in the writing of goals, the nine Tasks of Education were analyzed by an out-of-state consultant and were considered to be sufficiently broad to serve as policy and program goals for the state's educational program. Staff members were then assisted in developing curriculum and instructional goals that would implement the broader goals.

A short time prior to the initiation of the *Designing Education for the Future* project, the Adult Education Section of the Division of Special Educational Services became interested in the Mott Foundation Community School Program in Flint, Michigan. The concept of the community-centered school was further developed and recommendations were made by Utah's study committee on Continuing Education. When the Utah Board of Education took official action to cooperate with several local school districts in the establishment of community-centered school programs, it relied heavily upon the DEF recommendations as guidelines.

In March of 1970, the semi-annual State Administrators Conference had as its theme "An Image of Self" which relates to Task VII, Item A (Tasks of Education): "Has analyzed himself in relation to such important questions as 'Who am I?' 'Where am I going?' 'What should I become?' 'What is the good life?'" As a first step in implementing a division program based on the March, 1970 Administrators Conference theme, the Division of Elementary and Secondary Education set humanizing education as the major thrust for the months ahead and accepted the Tasks of Education as the overall policy and program objectives. Each staff member made a commitment to review these tasks to determine those most directly related to the humanizing of his particular area of specialization. The four members of the Administrative Council of the Division--the administrator and three coordinators--were assigned the responsibility of proposing the additional steps required to achieve the ultimate goal. In addition, the inter-departmental committee which designed the Administrators Conference program has been charged with the responsibility of packaging the program for distribution to districts and other agencies.

In the fall of 1969, the Utah Board of Education appointed a representative committee to review the 1958 State Required Program of Studies to determine the extent to which it should be revised. After careful review, the committee recommended that for those secondary schools that chose to remain completely traditional in their approach to curriculum, instruction and organization, the 1958 State Required Program still was quite satisfactory. However, the committee did recommend that an entirely new approach was advisable in the State Required Program of Studies for Secondary Schools. This approach would completely disregard: (1) the traditional course requirements such as English, American history, health, and etc., (2) the amount of time spent in pursuing the subject, and (3) the amount of credit earned. The new approach would be based upon the acquisition of certain basic knowledge, skills, attitudes, and values developed by each student, the number and extent of mastery to be commensurate with the student's ability. It was further recommended that the nine major Tasks of Education, together with the related student behaviors, serve as the general framework to guide the work of state, district, and school programs of studies and curriculum committees. The nine tasks were grouped under five major headings: career development, communicative arts,

natural and exact science, social studies, and health and physical education. Students would be expected to achieve a certain degree of competence in each major area in order to graduate from high school.

The committee charged with the responsibility of revising the State Junior High School Accreditation Manual adopted the Program of Studies Committee recommendation and developed the criteria for evaluating the subject areas in terms of the nine Tasks of Education and the related student behaviors.

State Education Agency Organization and Innovation

As an outgrowth of the studies and recommendations made during the *Designing Education for the Future* project and as the administering state for an inter-state project entitled *Comprehensive Planning in State Education Agencies*, Utah has developed a comprehensive planning capability with the responsibility for the coordination of planning centered in a Planning Unit. The mission for the Unit during its first year (1968) was to develop an effective model for carrying out comprehensive educational planning in Utah. A report on Utah's Planning Model has been published. Funds for the operation of the Unit presently come from state sources. The task of the Unit is to provide leadership in developing carefully prepared long-range state plans for educational improvement to achieve educational goals. The Unit serves as a management tool, supplying needed information to the administrative decision-makers on different proposals for achieving the state's educational goals. More specifically, the Planning Unit functions in a coordinating capacity to define and clarify statewide educational objectives, assesses needs of the educational system, and examines and recommends alternatives for carrying out action programs. Planners help educators cope effectively with change by anticipating, describing, and preparing for the change well in advance of its arrival.

Another development related to the project has been the organization of the Division of Research and Innovation. This Division has the major responsibility for research and development and for evaluation of all innovative programs. As most of the research and development projects are managed by local school districts, many of the activities of this Division are concerned with providing assistance to districts in planning, managing and evaluating worthwhile projects. The Division also provides technical assistance to the state education agency staff in developing innovative ideas into manageable projects and in developing defensible research designs for their innovative activities.

In cooperation with Utah's aspect of the *Designing Education for the Future* project, one of the most significant innovative studies for school improvement in Utah has been the Utah Instructional Systems Program (UISP) begun in 1968. Approved by the Utah Board of Education, the project was started as a five-year effort to develop, on a pilot basis, a systems approach to education. Four elementary schools, one in each of four districts--(David, Granite, Iron, and Provo) have been designated as "1980 schools." Emphasis is on individualized, continuous-progress educational programs, using instructional resource centers and a new pattern of staff utilization involving teachers, aides, and other specialists. Members of the state agency staff are helping the various school staffs plan and develop their programs. The fourth, fifth, and sixth grades are presently in the program. Future plans will extend the program both downward and upward into other grades.

In addition to the usual educational objectives for elementary schools, UISP attempted to evaluate some of the more elusive objectives, such as: the student will have a positive attitude toward school, toward others, toward the community, toward learning, toward himself as a person, and toward himself as a learner. A careful evaluation of the outcomes of the first year produced the following results: the UISP school students are doing as well as other students in all areas measured (academic areas) and are superior to other students in each of the special UISP objectives stated above. The program was combined with a larger project known as Utah Systems Approach for Individualized learning (U-SAIL) July 1, 1970.

In cooperation with the project, a future-oriented study of vocational and technical education has been made. The study was planned, financed, and conducted by Utah's Office of Vocational and Technical Education. A statewide conference was held to discuss the future-oriented plans with school administrators, school board members, vocational and technical advisors, and teachers in the area of vocational education.

Section Four

IMPACT OF THE PROJECT WITHIN THE SCHOOL DISTRICTS

Naturally the school districts in Utah will be both directly and indirectly influenced by the participation of the state education agency staff in the DEF project. Since state guides that have been developed recently are based upon the Tasks of Education and the Curriculum reports, the district curriculum and instruction programs that are based upon state guides will be indirectly affected. In addition, as state education agency staff provide consultant and other leadership service to the districts, the philosophy of the project should be reflected in the assistance rendered. Sixteen of the forty school districts in Utah had representation on either the State Advisory Committee or on one of the study committees. *A total of twenty-seven persons--ten board members and seventeen professional staff--were involved.* This type of participation would also tend to have some impact on the districts so represented.

The state regional conferences probably had as great an impact within the districts as any other single project activity. Several hundred lay citizens, educators, and high school youth had an opportunity to gain a broad knowledge of the purposes and scope of the project. They also had an opportunity to get some depth of understanding in one or two areas of study since opportunity was provided for a free exchange of ideas between and among those individuals who were actively involved in the DEF project (lay citizens, local school board members, school district personnel, and state agency staff). Each local district provided a recorder for one of the discussion groups. In larger conferences, districts provided several recorders.

This interchange of ideas produced a number of recommendations which were used as a basis for revision of reports. For example, the tentative report of the study committee on Needs and Objectives contained sixteen major objectives or Tasks of Education. Following the state regional conferences, the number of objectives or major tasks was reduced to nine. This reduction was accomplished through combining two or more or the original sixteen or, in one instance,

actually deleting the objective, "Specialized training for placement in a specific job." Conference participants were almost unanimous in their decision that in terms of a rapidly changing, technological society, it is impossible to determine what jobs will exist or what training will be necessary a short time hence. The concept of job training was incorporated into Task IX: "Information and guidance for wise occupational choice and opportunities for adequate career development."

Student discussion sessions at the youth conferences particularly were well attended. The students from the public and private high schools in Utah participated in small group discussions of two hours duration. While the students were invited to react to problems in any of the six areas contained in the Educational Program, heavy emphasis was placed upon the Tasks of Education and the Curriculum.

It had been hypothesized that there would be rather marked differences between the reactions and the recommendations of students attending small rural schools and those of students attending larger, urban schools. This hypothesis was proven to be in error; for, almost without exception, *students, regardless of size or location of schools, arrived at the same general consensus with regard to items and issues discussed.*

Not only was there general consensus among students, but a *review of adult reactions indicated that there was close correlation between adults and students as to the important Tasks of Education.* For example, both students and adults agreed that the most important task was Number 1, "The inquiring mind," which is as follows:

> The inquiring mind as exemplified by a continuing desire for knowledge, a continuing interest in current problems, and the habit of weighing alternatives and creatively applying them to the solution of these problems.

This agreement should give educators a fairly clear mandate to plan curriculum and develop strategies that will nurture and enhance inquiry on the part of all students.

Another area in which strong agreement existed was that of task Number IX:

> Information and guidance for wise occupational choice and opportunities for adequate career development.

A third area of strong agreement was that of task Number IV:

> A dedication to the task of improving America, striving for solutions to its continuing domestic and world problems and upgrading the lives of all people.

In relation to task Number IV, *the large majority of students agreed that at present the content of the social studies program is quite irrelevant and that class discussions were much preferred over the lecture method.* Reactions of this nature, which are detailed in the Utah's project report, will, if properly interpreted, provide data leading to modifications in curriculum and instruction.

Similar insight can be found in student reactions to tasks that to them seem less important. For instance, *many of the students believed that each student had to develop his own "Moral standard of behavior;" hence, this task (Number VII) was not considered to be a major responsibility of the school.* They were very critical of English instruction as it relates to the problems of today; as a result, they did not think task Number III, "Proficiency in the modes of communication" was particularly significant in the school program. *Students generally were critical of the rigidity of the school program and of the unwillingness of educators to listen to students.*

Several school districts in Utah have developed programs for helping all staff members not only become familiar with all phases of the *Designing Education for the Future* project, but also to utilize the findings and recommendations as a basis for evaluation and planning. For example, Box Elder District made rather extensive use of the DEF recommendations as they evaluated present programs and planned improvements. As a first step, the district invited the State Coordinator to "conduct a regional conference" as the regular district mid-winter conference. As a result of this half-day conference conducted by staff of the state education agency and study committee members, each member of the Box Elder District professional staff became knowledgeable of three of the six reports included in the Educational Program. During the summer, a two-week siminar for school principals permitted them to examine reports in some detail. Finally, during the 1969 District Opening Institute, teachers and administrators with the help of state education agency staff planned procedures for utilizing DEF recommendations in revising curriculum in the various subject areas and at each particular grade level.

Several school districts have conducted student "speak-ups" similar to those used in the DEF regional youth conferences. For instance, the students of Wasatch High School, with the help of the principal and counselor, planned a program that permitted the entire student body to participate in small group discussions. Adults from outside the district served as discussion leaders and students summarized the results of the discussions. Several weeks later one of the adult leaders was invited to return to speak to the students concerning the results of the discussion and to discuss next steps.

Iron School District invited the State Coordinator to attend their annual Administrators Retreat so that the school principals and central office staff could become familiar with the various DEF reports. At a subsequent conference, he was asked to discuss the reports of the committee on Needs and Goals and Curriculum and Instruction with the Cedar Junior High School staff. Weber School District and Salt Lake City School District also invited him to discuss the goals and curriculum recommendations in several of their schools.

During the 1969-70 school year the Salt Lake City School District made a rather extensive needs assessment study. After the findings of this study were available, the district appointed task force committees to review the findings and make recommendation for meeting these needs to the Salt Lake City Board of Education. The committee on senior high schools is using DEF goals as one set of guidelines against which to measure the present program.

Section Five

IMPACT OF THE PROJECT WITHIN THE COMMUNITY AND THE STATE

The majority of lay citizens in Utah knew very little of the project. A random sample of citizens taken on State Street in Salt Lake City recently showed only 9% had heard of the project. In contrast to this finding, however, many individuals and special interest groups are familiar with the project and are aware of some of the recommendations through a variety of programs of involvement and/or activities.

Citizen Participation as Committee Members

Influential lay citizens were selected to serve as members of the State Advisory Committee and study committees. Wallace G. Bennett, a prominent Salt Lake City businessman, was made Chairman of the Advisory Committee and, in that capacity, played a very prominent role in shaping the entire study. His enthusiasm for, and his support of, the project has had a significant impact upon the educators and lay citizens in Utah.

In addition to Mr. Bennett and lay citizens serving on local or state boards of education, twelve citizens were members of the State Advisory Committee. Of these twelve, two were State Senators; one had served as a Senator and at the time of his appointment was a gubernatorial candidate; one was State Planning Coordinator; three were very active members of the Women's State Legislative Council; one was State President of the PTA; and the other four were representative of the medical profession and/or business and industry.

Approximately twenty-five lay citizens served on study committees. These individuals were drawn from a very broad spectrum of the community: business, labor unions, industry, minority groups, the press, governmental agencies other than education and housewives. Besides carrying out their specific assignments, many of these individuals attended one or more of the two series of state regional conferences. As has been mentioned before, approximately three thousand adults attended the two statewide regional conferences and fourteen hundred high school students participated in the second one.

Probably as a direct result of Wallace Bennett's participation in, and commitment to, the project, the Education Chairman of both the Senate and House Education Committees of the Utah Legislature invited Mr. Bennett and the State Coordinator to make presentations to their respective committees. Each member of both committees was given copies of the reports. John Redd, Chairman of the House Education Committee, was in frequent contact with the coordinator and with the state superintendent to determine the needs of education.

As a result of Mr. Redd's concern, he invited the Utah Board of Education to submit position papers on vital educational problems to the Utah Legislature. State agency staff members prepared position papers on various aspects of the educational program for Utah public elementary and secondary schools and presented them to the State Board. These position papers have been approved by the Utah Board of Education and are serving as guidelines not only for legislative programs but also for overall program planning.

Public Dissemination Activities

The State Coordinator served as a member of the State Curriculum Council, an organization made up of representatives of all educational organizations and agencies in Utah (Parent-Teachers Association, Higher Education, Utah Education Association, etc.). He kept members of this Council abreast of DEF developments. He and committee members made many presentations throughout the state to meetings of such groups as Parent-Teachers Association, service clubs, school faculties, League of Women Voters, American Association of University Women, and the Women's State Legislative Council. Numerous articles also were published on the project in various journals such as the *Utah Education Review*, *The State PTA Magazine*, *Delta Kappa Gamma News* (Honorary Women's Teachers Society), and local and state newspapers.

Section Six

IMPACT OF THE PROJECT WITHIN THE TEACHER TRAINING INSTITUTIONS OF HIGHER EDUCATION

The significance of Utah's institutions of higher learning as a force for educational change and improvement was not overlooked by the State Advisory Committee. Opportunities were provided in the DEF project for representatives from Utah's colleges and universities to participate and to become involved in project activities.

Utah State University; Logan, Utah

Charles O. Ryan, Head, Department of Educational Administration, College of Education, Utah State University, formerly served as the Associate Director to the area aspects of the project *Designing Education for the Future*. When he accepted his university position, he became a member of the Utah State Advisory Committee. Because of his high interest in the project, the department became involved in the project in several ways: (1) The five filmstrip-tapes were used in his classes and were made available to other faculty members. (The State DEF office gave copies to the University.); (2) The Delphi Technique procedures which were used as the basis of the study in the committee for Local School Organization were developed in Dr. Ryan's graduate seminar class. (All class members became involved and participated in developing the instrument and conducting the study.); (3) The area and state publications were used as reading materials--both required and supplementary--for graduate students; and (4) Many of the students corresponded with the authors of articles that appeared in the area publications.

Oral Ballam, Dean, College of Education, Utah State University, served as chairman of the committee on Local School Organization committee. James P. Shaver, Director, Bureau of Educational Research, served as a member of the study committee on Evaluation of the Educational Program; and Claude J. Burtenshaw, Dean of Students, was on the committee on Supporting Services. A number of faculty members participated in regional conferences, attended the meetings sponsored by the area aspects of the project and many of the papers, theses, and dissertations written at the University have quoted the materials produced by the project.

University of Utah; Salt Lake City, Utah

Three University of Utah staff members served as study committee chairmen--Edwin A. Read, Assistant Dean, Graduate School of Education, Needs and Goals: Asahel D. Woodruff, Professor of Educational Psychology, Preparation of Teachers and Other Personnel; and Brigham D. Madsen, Administrative Vice President and Professor of History, Continuing Education. In addition, three staff members served as study committee members--Thomas C. King, Provost and Professor of Surgery; Howard N. Sloane, Associate Professor of Educational Psychology; and Harry Bluhm, Associate Director of Institutional Studies and Assistant Professor of Educational Psychology.

The DEF objectives of education have been used as a basic ingredient in several courses designed to train school administrators and the section of the Needs and Goals Committee report entitled *Some Philosophical Premises for Educational Planning* was used extensively by a special committee charged with the responsibility of developing a teacher training program which will satisfy the new credential requirements in early childhood education. DEF Goals and Curriculum reports are also being used as one set of guidelines against which to measure the quality and appropriateness of the teacher education programs as the College of Education prepares for National Council for Accreditation of Teacher Education and State Department of Education evaluations.

Brigham Young University; Provo, Utah

Two Brigham Young University staff members were appointed as chairmen of study committees--Reed H. Bradford, Professor of Sociology, Curriculum and Instruction; and A. Reed Morrill, Professor of Educational Administration, State Educational Organization and Operation. Three of the staff members also served on study committees: Frank W. Harmon, Associate Professor of Elementary Education; Stephen L. Alley, Dean, College of Education; and Percy E. Burrup, Professor of Educational Administration. A number of staff members not directly involved in the project attended the state regional conferences held in the Provo area.

Quite a number of individual staff members of Brigham Young University's College of Education have used not only the findings and recommendations of the Utah study committees but also the area reports as resource materials in their classes. Area reports are listed on bibliographies of recommended readings. In a few instances one or more of the articles within these reports have been listed as required.

Weber State College; Ogden, Utah

Dello Dayton, President, Conference on Higher Education and Dean, College of Arts, Letters and Sciences, served on the State Advisory Council; Olive McCarthy, Professor of Education, was a member of the study committee on Preparation of Teachers; and Caseel Burke, Dean, College of Education, participated in the Special Training Conference: "Use of the System Approach in Planning (November, 1969)," sponsored by *Designing Education for the Future.* Professor McCarthy reported that her experience as a member of the study committee was the most exciting one she has had in education. She felt that one of the main benefits from the project came from the influence it had on the individuals that participated. Everyone had been influenced in their thinking about education and they, in turn, had carried their "feelings" into all of their activities--teaching, discussions, thinking, etc. Dr. Burke indicated

that the project was very worthwhile and certainly influenced their decision to change their teacher training curriculum. It was one of many influences that gave the staff the assurance that change was necessary.

DEF materials are a part of the curriculum library at Weber State College and the project and its recommendations have been discussed in faculty meetings. These materials also have been discussed with students and have been made required or supplemental readings in some courses in education.

College of Southern Utah; Cedar City, Utah

No faculty member from this institution was asked to serve on a study committee. When Dr. Moss, Professor of Education, read the list of participants and learned that they had not been involved, he called the State Coordinator, asked why, and asked that the school be involved in such projects in the future. DEF publications were sent to the school library and faculty members. It was reported that they were discussed by the College of Education faculty and made available for student use.

Representation and Participation in the Project

Two staff members of institutions of higher learning served on the State Advisory Committee and 15 served on study committees, six of whom were study committee chairmen. The colleges thus represented were the University of Utah, Brigham Young University, Utah State University and Weber State College. In addition, one staff member of the Utah Coordinating Council for Higher Education served on the Continuing Education study committee, and one on Economics and Finance. One staff member from the Utah Technical College at Provo served on the committee on State Education Organization and Operation.

Seventeen staff members of Utah's institutions of higher learning participated in one or more of the regional conferences. In most instances they presented a committee report and/or served as a consultant as the reports were discussed. The six staff members who served as study committee chairmen met with the State Advisory Committee to present and interpret reports at various stages of their development and several of these individuals presented reports at district institutes and conferences and at school faculty meetings.

Section Seven

PROBLEMS, CONSTRAINTS AND OTHER INHIBITING FACTORS AND INFLUENCES

The State Coordinator had other responsibilities assigned to him during the tenure of the project and could only devote approximately 50% of his time to the task. Likewise, every member of Utah's state education agency who was asked to serve as an executive secretary to one of the study committees received this assignment in addition to his regular assigned duties. Several of these persons were definitely committed to the project and worked extremely hard in their assigned roles. There was one member who felt he didn't have time to do the job and resented being asked to serve in addition to his other assignments.

All Education Program committees commenced their work simultaneously. Committee members felt it would have been more desirable if the Goals Committee could have completed its work first and this report had been made available so that other committees could make their recommendations in line with the adopted goals.

When school districts were asked to make personnel available to participate on the study committees, they sent supervisory and administrative staff. Teacher participation was difficult because substitute teaching funds were not available from the project or by the local district. Consequently, classroom teachers were represented only on two committees. As a result, many of Utah's teachers were not committed to some of the recommendations of the Utah DEF report.

The first set of state regional conferences were scheduled as day-long meetings. Attendance was poor with about 25% of those invited participating. There was also a very uneven balance between educators and lay citizens in favor of the educators. As a result, the reactions undoubtedly were skewed in favor of some aspects of the program that a broader representation might have revealed.

Experience with setting up of the first state regional conferences showed a real weakness in the area of communication. Attendees were invited by Utah's Governor and the State Superintendent of Public Instruction, but local district administrators were unaware as to who had received invitations and did not take any responsibility in encouraging people to attend or to organize "car pools."

In producing one of the project filmstrips, it was determined that the individuals pictured should include racial and national minorities. As a result, a Spanish-American teacher was selected to portray a leading role. Soon after the filmstrip was completed, this teacher came under severe criticism because of his alleged membership in the Communist Party and the filmstrip was redone to offset a reaction in Utah.

A prominent businessman in Utah became quite critical of some of the reports and wrote to the State Superintendent of Public Instruction, the State Coordinator, and the Chairman of the State Advisory Committee of his concerns. He spoke at a Rotary Club meeting and his criticisms of the project were publicized in Utah's large urban newspapers. One member of the State Advisory Committee was in attendance and asked for time at the conclusion of the remarks and answered the concerns. The Chairman of the Advisory Committee also wrote and talked to the businessman. It is important to note that newspaper communication was difficult. Criticisms received newspaper space, but positive coverage was difficult to obtain.

One of the major problems was in the area of mass communications. During the progress of the project, it was very difficult to inform the general public of meetings, issues being considered, and the recommendations under study. This was especially true in the large urban news media in Utah. Small rural papers carried news releases much more often than large circulation papers. Likewise, it was difficult to get television coverage of project activities and developments.

At one of the state regional conferences, a large number of citizens belonging to the "John Birch Society" were in attendance. They were opposed to any recommendations that gave weight to national or state leadership. It is interesting to note that one of these persons is a candidate for the State Board of Education at this writing and has publicly stated his opposition to both the state DEF report and the area publications. In one statement that has been carried in the press, he called these reports a guise for "sensitivity training."

Section Eight

ALTERNATIVE STRATEGIES FOR FURTHER DISSEMINATION AND MAXIMUM USE OF THE RECOMMENDATIONS

During this project, it has become increasingly evident that planning is a major responsibility of Utah's state education agency. Several organizational changes have been made within the agency to effect this changing role. With a better planning capability, the Utah Board of Education and State Superintendent of Public Instruction will be prepared to provide more adequate leadership to meet the emerging education needs of Utah students.

Any new programs or major changes in on-going programs which are proposed should be evaluated against the Utah's project report as one factor in determining the advisability of their adoption by the Board. Since the Utah State Board of Education adopted the DEF report on May 8, 1970, the recommendations of the committees on objectives and curriculum should be presented to the Textbook and Course of Study Commission for adoption to be used by state advisory committees to the agency as a basis for textbook selection and curriculum development. All of these committees can utilize these materials as guidelines for all textbook selection and curriculum development activities.

Plans need to be developed for not only acquainting local district personnel with the newly adopted materials, but also assisting them in planning ways of incorporating DEF recommendations into their educational programs. Such activities might include, but not be limited to: (1) Regional workshop and/or conferences to consider total programs or programs in specific areas; (2) District workshops and/or conferences to consider total programs or programs in specific areas; (3) State Organization activities such as workshops or conferences sponsored by the Society of Superintendents, Secondary School Principals' Association, Elementary School Principals' Association, Utah Association for Supervision and Curriculum Development, National Council of Teachers of English, Utah Science Teachers Association, Utah Association for Social Studies, and others; and (5) In-service education programs utilizing DEF materials.

An organized program should be developed for incorporating the DEF recommendations into the overall teacher education programs at Utah's institutions of higher learning. Several approaches can be utilized: (1) Teacher education staff members can be actively involved in all textbook selection and curriculum development activities at the state level; (2) University and college councils on teacher education can utilize the DEF materials in all evaluation and revision activities related to teacher education programs; and (3)

These materials can be incorporated into the classroom activities of prospective teachers.

While 2,000 copies of the complete Utah project report were prepared and approximately 5,000 copies of a condensed "popular" version of the report are being prepared for distribution, consideration should be given to publishing the various study committee reports as separate sections. The availability of reports in these various forms might encourage and facilitate their further use in Utah.

The entire project program should be subject to periodic and systematic evaluation and revision. Because of their commitment to the project, the State Advisory Committee members have indicated their interest in, and their willingness to meet at yearly intervals to participate in such an undertaking.

In Summary

Utah evidences in many ways the conviction that her human resources are her most valued assets and the belief that an educated, enlightened and involved citizenry is the best safeguard to the state's well being. *It is essential that the Utah State Education Agency be prepared to provide the leadership required to insure the kind and quality of education essential for the future.*

The *Designing Education for the Future* project has contributed significantly to this end by providing valuable goals, information, costs, timetables, priorities and guidelines for effecting appropriate changes. The challenge rests with the Utah State Education Agency to utilize this input and, through long-range planning, to bring about the necessary improvements in education that are indicated from its study of the future.

Designing Education for the Future Publications

The titles of the seven conference-related publications published by the project and dates of publication are:

1. *Prospective Changes in Society by 1980* (August, 1966)
2. *Implications for Education of Prospective Changes in Society* (January, 1967)
3. *Planning and Effecting Needed Changes in Education* (June, 1967)
4. *Cooperative Planning for Education in 1980: Objectives, Procedures and Priorities* (January, 1968)
5. *Emerging Designs for Education: Program, Organization, Operation and Finance* (May, 1968)
6. *Planning for Effective Utilization of Technology in Education* (August, 1968)
7. *Preparing Educators to Meet Emerging Needs* (March, 1969)

Republished by and available from Citation Press, Scholastic Magazines, Inc., 50 West 44th Street, New York, New York 10036.

APPENDIX

LONG RANGE PLAN AND RECOMMENDATIONS IN BRIEF

1970-71	To Be Fully Implemented by	Action Needed By	Cost
1. Adopt goals for public education in Utah.	1970-71	State Board of Education	None
2. Development of certification standards based on performance criteria.	1973-74	State Board of Education in cooperation with preparing institutions and local school districts	None
3. Improve admission standards of colleges and universities for teacher preparation programs.	1975-76	Teacher education institutions	None
4. Development and implementation of differentiated staff concept.	1977-78	School districts & State Board of Education	$5,000 per year for planning to 1972. No additional cost after that date.
5. Establish regional training center for community school education	1970-71	Institute of Higher Education	
6. Establish position of coordinator of community school education.	1970-71	State Board of Education	$20,000
7. Enlarge the role of school districts in pre-service and in-service teacher education. (Pilot projects)	1972-73	School districts, preparing institutions and State Board of Education	$250,000 per year.
8. Full implementation of above.	1975-76	School districts, preparing institutions and State Board of Education	$300,000
9. Greater Interstate Reciprocity in Certification.	1970-71	State Legislature, State Board of Education	$500 per year.

1970-71	To Be Fully Implemented by	Action Needed By	Cost
10. Integrate into teacher training programs a component to assure teacher competency in utilization of educational technology.	1970-71	Teacher Training Institutions	None
11. Adopt and publish guidelines for developing a media sub-system in Utah's educational system.	1970-71	State Board of Education	None
12. Secure appropriation to help finance position of community school directors in local school districts.	1970-71	State Legislature	$400,000
13. Locate, modify and/or develop a plan for utilizing technology as an integral part of the educational process.	1971-72	State Board of Education	$1,300,000 per year
14. Evaluate schools in terms of media sub-system development.	1974-75	School Districts	None
15. Recorded instructional television available in school.	1974-75(50%) 1979-80(95%)	School Districts	$300,000 $800,000
16. Develop Phase I of media sub-system.	1974-75(25%) 1979-80(95%)	School Districts	$300,000 $800,000
17. Develop state guidelines and standards for implementing community school programs.	1970-71	State Board of Education	None
18. Establish a state advisory committee for community school education.	1970-71	State Board of Education	None
19. Organize follow-up Utah Community School Visitation and Workshop in Flint, Michigan.	1970-71	State Board of Education, School Districts	$4,000
20. Select and train 20 new Community School Directors per year.	1979-80	School Districts	$40,000

1970-71	To Be Fully Implemented by	Action Needed By	Cost
21. Initiate community education programs in 20 new schools per year.	1979-80	School Districts	$300,000
22. Review and revise adult high school completion standards.	1970-71	State Board of Education	$400,000
23. Develop statements of roles and functions of pupil personnel specialists.	1972-73	State Board of Education, School Districts	None
24. Incorporate data processing procedures in providing records of census, attendance, transfers and withdrawals, class schedules, pupil progress reports and test scores.	1975-76	State Board of Education, School Districts	$300,000 to $600,000
25. Develop statewide current philosophy and set of objectives for schools which reflect traditional as well as new social and cultural changes in our society.	1971-72	State Board of Education	None
26. Establish and develop day care centers as a part of the Educational Program.	1970-71 1978-79	State Board of Education, School Districts	$600,000 $1,215,000
27. Establish an Educational Development Center for research, innovation and demonstration.	1971-72	State Board of Education, and Legislature	$2,000,000

1972-73	Implementation	Action	Cost
1. Establish a working model(s) (demonstration school[s]) exemplifying plan for utilizing technology as an integral part of education.	1973-74	State Board of Education and Selected School Districts	
2. Develop Phase II of media sub-system.	1977-78(25%) 1979-80(50%)	School Districts	$2,000,000 $3,000,000
3. Establish and staff a division of Community School Education within the State Education Agency	1972-73	State Board of Education	$100,000

1973-74	Implementation	Action	Cost
1. Develop Phase III of media sub-system.	1979-80 (10%)	School Districts	$1,200,000
2. Inaugurate a graduate degree program in continuing education at a Utah Institution of Higher Education	1973-74	Institutions of Higher Learning	

1974-75	To Be Fully Implemented By	Action Needed By	Cost
1. Establish a continuing education center in Salt Lake area.	1975-76	Salt Lake County School Districts	

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